

Service-Learning Implementation Plan Review 2008

Cover Sheet

Local School System (LSS) Somerset

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Reviewers:

Signature of local school system superintendent
Service-Learning Implementation Plan Report
08/04/08

Date

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I Implementation Plan and Curricular Connections

In order to satisfy the Code of Maryland Regulations (COMAR) 13A.03.02.06, students in Somerset County will complete seventy-five hours of student service that includes documented preparation, action, and reflection beginning in the Sixth Grade. The Somerset County grade alignment is Intermediate (Grades Six and Seven), Academy (Grades Eight and Nine) and High School (Grades Ten, Eleven and Twelve). Students at the Sixth, Seventh and Eighth Grade levels are expected to complete 60 hours of curricular based Service Learning with the remaining 15 hours fulfilled through pre-approved independent service activities during the high school years. The Independent projects will consist of pre-approved projects for students on a Service Learning Documentation Form (See Attachment 1).

Service – Learning Hours by Grade

Grade	Hours Recommended	Content Area
6 th	20	Interdisciplinary Project
7 th	20	Interdisciplinary Project
8 th	20	Interdisciplinary Project
9, 10, 11, & 12	15	Independent Service Project

The Primary content area will vary and be determined by the specific Interdisciplinary Project, the Service Learning Team's input, and its closest match to the VSC (See Attachment 2).

By the second week of October, each grade level is required to submit a Service Learning Project Proposal (See Attachment 3) to each grade's chairperson, which identifies the title of the project and a description of the project including

preparation, action, and reflection. The project is to be integrated into the existing curriculum and throughout the year involving service activities within the school system and the surrounding community. The proposal must include the budget amount requested and the list of expenditures. Each project or scoring proposal includes the Team's self evaluation of their project through a brief description based on the rating scale and rubric which assess their inclusion of the Seven Best Practices. The proposal is then submitted to the building principal, who gives approval or disapproval. If it is not approved, suggestions and ideas for improvement as well as future goals are offered to the team. The project is then revised and modified. Once approved by the principal, the Project Proposal is sent to the county supervisor for acceptance.

Transfer policies differ in each Maryland Public School System regarding Service Learning Hours. If a Somerset student transfers to another county in Maryland, his/her service hours and activities will be indicated on the forwarding records to allow an easier transition. If transferring into Somerset County from an out-of-state public, non-public or home school situation, his or her records will be reviewed for Service Learning hours and a plan created to assure the completion of Service Learning activities and hours in order to meet graduation requirements.

Time Of Transfer	Hours Students Must Earn
6 th grade	75
7 th grade	75
8 th grade	75
9 th grade	75
10 th grade	35
11 th grade	25
12 th grade	15

Service Learning educational initiatives are integrated into each of the county's school programs. Examples of programs including Service Learning Projects and opportunities are: Character Counts, Alternative Learning, Key Club, ROTC, Twenty-First Century Voyager Program, Gear-Up, and various activities developed by School Improvement Teams. The School Improvement Team is an asset to each school's Service Learning initiatives. All Service Learning Projects are coordinated by the chairperson of each SIT team, at each level, in order to satisfy the team's Service Learning requirements.

II Infrastructure

Name	Title	Location	Role/Title For Service Learning	Responsibilities	% Of Time Spent On Service Learning Activities
Conal Turner	Work Force Development Supervisor	Central Office	Service Learning Coordinator	Monitors Service Learning activities	5%
Cindy Lloyd	Teacher Fellow	Somerset Intermediate	SIT Chairperson School Based	7 th grade SIT SL Chairperson	20-25%
Greg Montessor	Counselor	Washington High	School Based	Monitors record cards	10%
Lois Collins	Principal	Washington Academy	School Based	Monitors Service Learning final reviews, Approves projects	20%
Patricia Benner	Teacher	Somerset Intermediate	SIT Chairperson	6 th grade SIT SL Chair	20%
Suzanne Middleton	Teacher	Washington High	SIT Chairperson 8 th grade	Develops school wide projects, Approves projects	20%
Monique Ward	Principal Fellow	Crisfield High	School Based	Approves projects	10%
Janice Cottman	Guidance Counselor	Crisfield High	School Based	Record keeping, Monitors cards	20%
Pat Carson	Teacher	Crisfield High	School Based	Develops school wide projects, Locates and Set up opportunities for students	20%
Vestina Davis	Student Government Advisor	Washington High	School Based	Locates and Sets up opportunities for students	5%

III Student Leadership

Student participation in the planning and leading of Service Learning Activities is paramount to their success. Student responsibility will vary depending on the age and grade level of the student. The maturity and experience of the 11th and 12th grade students allow for educational experiences beyond the borders of the classroom. For example, the Beach Replenishment Program offers such students the chance to experience the effects of beach erosion and participate first hand in the protection of our natural resources on the beaches of Assateague. Whereas the 6th grade participants contribute to a can food drive within the safety of school limits (See Attachment 4).

Organizations wanting to participate in Service Learning are identified by the Workforce and Service Learning Coordinator. Guest speakers from the community are invited to make presentations and discuss their organizations' needs in reference to the environment, construction, grounds and events. The planning and preparation of Independent Service Learning Projects (including time lines, materials and supplies) are the responsibility of the student. Individual projects are made available through the Workforce and Service Learning Supervisor. Students may view many of these projects online or consider their options through a provider list.

Student Government groups at Washington High and Crisfield High Schools are strong participants in service to the community. Student Government advisors and officers meet at the beginning of the school year to discuss and review potential Service Learning Projects. The principals and Service Learning Coordinator with input from the Student Government groups make the final decisions on instituting new projects or maintaining the current projects.

Service Learning is integrated at the Intermediate School level through Interdisciplinary units. Students were given a general overview of the various projects and assisted the instructor in choosing one. One project involved positively improving the ecosystems neighboring the new Somerset Intermediate School. They were then directed to develop their own questions for the community partner. They had to familiarize themselves with ecological systems pertaining to the area. A forum with the experts was provided for students to have their questions answered. The students were also responsible for planting and maintaining the plants until the end of the school year.

The J.M. Tawes carpentry class was instrumental in selecting several projects. One such project, the construction and marketing of wood duck boxes, took on a life of its own by providing funding for the Service Learning Program in Somerset County. Each year a booklet published and disseminated to new teachers and staff describing Service Learning events in the schools and community.

In order to promote the development of our student leaders into productive citizens, we coordinate with our two secondary schools and the central intermediate school. We strive to create projects which stimulate the student service Learning experience into a life-long pursuit of public service. For the past three school years (2006-2008), our county board of education has recognized six students for volunteering over 200 hours as parts of their Service Learning experience. These students went far beyond what was expected of them truly exhibiting exemplary service!

IV Community Partnership, Public Support and Investment

The Somerset County Service Learning Program has a rich history in working with the Community Business Organizations (CBO). A number of businesses remain as excellent partners and many new businesses have been recruited. The Service Learning Coordinator, along with the advisors provide written feedback to local CBO's regarding the purpose of Service Learning, written guidelines of Maryland's Seven best Practices and the county policy on Service Learning. This forum for local business partners take place at the J.M. Tawes Technology and Career Center. CBO's are provided a Partnership Agreement Form (See Attachment 5) at a discussion regarding student and businesses' needs.

Students going out on Independent service Learning projects must have their project approved by the guidance counselor and principal of their respective schools. At each high school there are twenty-five approved community sites listed the Somerset County Teacher's Service Learning guide. The principal, SIT chairperson, and each guidance counselor have a copy. Guidance counselors, who are the Service Learning representatives at both schools have the responsibility of approving sites. Community based organizations must adhere to the Maryland Seven Best Practices when working with students on individual projects as well as group projects.

V Professional Development and Training

Teachers are encouraged to attend county, regional, state, and national staff training activities to further their skills in promoting Service Learning and Developing integrated Service Learning opportunities. New teachers are in-serviced in August by the Fellows and Service Learning Coordinator. Team meetings are held on school wide basis at least three times per year. The Coordinator of Service Learning meets regularly with principals and the assistant superintendent to discuss concerns and share information about upcoming Service Learning opportunities.

VI Accountability

On the Intermediate level, each teacher is responsible for documenting and verifying Service Learning hours. Teachers document the student's completed hours on the student's permanent record card and forward the completed copy to their individual guidance counselors for review and acceptance. At the end of each marking period, hours are recorded on student report cards which allow students and parents to verify or correct their records during the school year. This process is an on-going experience. Students not meeting the intermediate level standards are required to complete their Service Learning hours at the Academy and High school levels.

On the Academy and High School levels, both integrated and independent Service Learning Projects must be pre-approved. Both projects are assessed by the Service Learning SIT team chairperson, using the rubric "Assessing the Use of the Seven Best Practices" (See Attachment 6) and then submitted to the principal and Service Learning supervisor. All Independent Projects submitted by students follow the Service Learning approval/verification process. Hours are verified by the guidance counselor and recorded on the Somerset County Public School Service Learning Tracking Form (See Attachment 7). This form is then forwarded to the guidance counselor who records the hours on the student's report card and permanent record card. Students not meeting the required Service Learning hours are required to complete independent projects that are pre-approved by their school principal and guidance counselor. The remaining hours must be completed prior to graduation. This is an on-going process to meet the standards required for a Maryland High School Diploma.

VII Funding and In-Kind Resources

Source	Amount	Purpose
2005-2006 Learn & Serve America Grant	\$5940.00	Stipends for substitutes so school based teachers could attend regional and national Service Learning Conference
	\$1700.00	Student transportation to Assateague Island MD (beach Replenishment), Salisbury MD (zoo) Projects
	\$22875.00	Conference lodging and transportation
	\$300.00	Service Learning Award
	\$3252.00	Supplies for school projects
2006-2007 No funding from Learn & Service America Somerset County Public Schools	\$2500.00 \$4600.00	Service Learning Project Support & transportation to project sites Coordinator's Salary
2007-2008 No funding from Learn & Service America Somerset County Public Schools	\$2500.00 \$4600.00	Service Learning Project Support & transportation to project sites Coordinator's Salary

Attachment 1

Somerset County Public Schools
Service Learning Documentation Form

For Students who accumulate
Service Learning hours outside
of school

To meet the Maryland Graduation Requirement in student service, the student service experience must include Maryland's Seven Best Practices of Service Learning of **meeting a recognized need in the community, achieving curricular objectives through Service Learning, reflecting throughout the Service Learning experience, developing student responsibility, establishing community partnerships, planning ahead for Service Learning, and equipping students with knowledge and skills needed for service.**

This form is to be completed by the student and signed by the community agency or parent to verify the completion of the Seven Best Practices and returned to the school guidance office for credit toward the student's graduation requirement in student service.

Name _____ Date _____

Total Hours of Service Performed _____

Community Organization or Agency _____

1. Meet a recognized need in the community: _____

2. Achieve curricular objectives through Service Learning: _____

3. Reflect throughout the Service Learning experience: _____

4. Develop student responsibilities: _____

5. Establish community partnerships: _____

6. Plan ahead for Service Learning: _____

[illegible]

7. Equip students with knowledge and skills needed for service:

[illegible]

Attachment 2

Seventh Grade Service Learning

Where can Service Learning be infused into the curriculum?

VSC Standard 6 Environment Science

Students focused on how they could positively impact the ecosystem neighboring the new Somerset Intermediate school building. They developed questions to ask an expert guest speaker. Prior to this, the students researched information about the native species of plants and cover growth plants in our environment in order to understand the importance of planting them in our own ecosystem. The expert was from Bartlett Tree Experts. He demonstrated proper planting techniques and explained what should be considered when working within our ecosystem. Student questions were taken and responded to by the Bartlett representative. Students then participated planting the species about which they had learned. Students watered, fertilized, and maintained the plants. They exhibited “ownership” in their new school.

Examples of the Maryland Seven Best Practices are:

Best Practice 1:

- A What recognized community need was met by your project (e.g. health, education, environmental or public safety need)?
Environmental
- B How did you determine that there was a real need in the area?
We had a brand new school with no landscaping or planting and we needed to be careful about we planted so that it positively impacted our environment.
- C Who was helped by the project?
Our school and community. Our building borders a tributary to the Annamessex River. We needed to be sure that our species, animals, and plant life would be positively impacted by our project.

Best Practice 2:

How was the problem connected to the school curriculum? (e.g. What course outcomes and VSC indicators were met and/or how did the project reinforce or enhance student academic learning?”

A Science and Language Arts were the two biggest areas of focus. In 7th grade Science Standard 6, Environmental Science had many indicators that were taught through our project.

1. Recognize and explain the impact of a changing human population on the use of natural resources and on environmental quality.
2. Recognize and describe that environmental changes can have local, regional and global consequences.

B In Language Arts, students identified and explained the main idea, summarized and explained how someone might use the text with articles on native and non-native species.

Best Practice 3:

How do you reflect on your experience throughout the project?

Students participated in discussions and how each component of the project helped them in choosing what species to plant, where to plant, how to plant, etc. Students wrote letters from the perspective of a native species to humans describing their importance to our environment. At the end of the project students wrote informational articles about the project for local newspapers.

Best Practice 4:

How did students take leadership roles and take responsibility for the success of the project?

Students were given a general overview of the project and then directed their own questions for our expert community partner. They had to determine what knowledge they needed. They were then given time with the expert in a discussion forum so they could have their questions answered. They were also responsible for planting and maintaining the plants until the end of the year.

Best Practice 5:

What community partners did you work with on this project? (e.g. non-profits, civic organizations, businesses that provided donations, etc.)

Bartlett Tree Experts helped us by giving materials, time, and expertise!

Best Practice 6:

How did you prepare and plan ahead for the project?

We spoke to Bartlett Tree Experts, our schools Green Committee and local school administration. We also did fund raising to earn money for the purchase of plants. We focused our project around the essential question: What can we do to positively impact the ecosystem neighboring our school building? Then we developed lessons, gathered materials, and helped to execute the project.

Best Practice 7:

What knowledge and skills did students develop through the project?

- A Knowledge of native and non-native species, as well as pro's and con's of both in our local environment or other environments.
- B Knowledge of different climate/growing regions.
- C Knowledge of considerations for planting, soil, sun, moisture, spacing, etc.
- D Gardening skills, use of equipment.
- E How to take care of and maintain native species.
- F Development of interest in possible careers related to landscaping and horticulture.

Cindy Lloyd
Somerset Intermediate School
May 19, 2008

Attachment 3:

Service Learning Project Proposal

1. Title of Proposed Project _____
2. Teacher Sponsor/s: _____
3. School: _____ Grade/Class: _____
4. Date(s) of the Project: _____
5. Type of Service (Check One): _____Direct _____Indirect
6. Description of the Service Learning Proposal: (See Somerset County Service Learning Teacher's Guide)

A Meet a recognized need in the community: _____

B Achieve curricular objectives through Service Learning: _____

C Reflect throughout the Service Learning experience: _____

D Develop student responsibility: _____

E Establish community partnerships: _____

F Plan ahead for service Learning: _____

G Equip students with knowledge and skills needed for service _____

7. Who will be receiving the services from the students? _____
8. How many people will the students serve? _____
9. Will there be a Community Organization Partnership involved? _____
If yes, who is the Community Partner? _____
10. Who is the school contact person for the project? _____
Phone: _____
11. How many hours will be earned? _____
12. Will buses be needed? _____ How many? _____
13. What are the sources of funding for the project?(Check all that are appropriate)
Service Learning Grant _____ County "in-Kind" _____ Other _____

14. Materials needed for the project: _____

15. Acknowledgement:

Principal's Signature

Supervisor's Signature

Attachment 4

8th and 9th Grade academy School Learning Project

In Somerset County, grades 8 and 9 are aligned in what we call the Academy level.

They are housed within the High School, yet they are separate. Our students in the

Academy have been engaged in a multi-faceted learning project entitled, "Helping

Those In Need". The 8th and 9th grades embraced the idea of completing a broad

spectrum of mini-service projects that impacted the lives of many people in need.

Some efforts completed during the year included:

1. Disaster Relief – In preparation for this project, students researched disaster plans from FEMA and learned statistics about displaced by recent disasters. Needs were discussed and brainstorming was done. Through this process, it was decided that we would create Health Kits. These Health Kits were sent to Biloxi, Mississippi to aid after a hurricane destroyed much of the region. Additional Health Kits were sent to children's shelters in El Paso, Texas.
2. Harvest for the Hungry-Lessons were taught informing students of the causes of hunger and statistics of hunger in the United States. Stereotypes, misinformation, and misconceptions were discussed. A canned food drive was conducted and all collected foods were given to a local shelter.
3. Relay for Life-Preparation involved lessons about cancer and especially the rates of cancer found in the Eastern Shore. Speakers from the Cancer Society and Coastal Hospice addressed students' questions and concerns. Students decorated terra cotta pots, and then planted flowers in them. The potted plants and terra cotta flower pots were then sold and the money was donated to the Cancer Society and Coastal Hospice.
4. Blood Drive – In classes we learned about the need for the constant supply of blood that was needed for local and national reasons. A community Blood Drive was held at the schools and community members as well as our students were encouraged to participate. Our efforts were very successful.

Through the efforts of the Intermediate School, our community has become more aware of the needs of our county, state, and nation.

Suzanne Middleton
8th & 9th Grade Academy
Washington High

PARTNERSHIP AGREEMENT

Community Based Partner and Local School

----- agrees to

Name of Community Partner

work with the local school in providing students with experiences that help fulfill the Student Learning Goals and Objectives as set fourth by the Somerset County Public School System and the Maryland State Department of Education and agrees to have a representative be trained in the elements of “Preparation, action, Reflection, and the Maryland School Based Service Learning Seven Best Practices”.

CBO Representative Signature

Date

Sponsoring Teacher Representative Signature

Date

School Principal Signature

Date

Rubric: Assessing the Use of the Seven Best Practices

Score	Project _____
<input type="checkbox"/>	1. Meets a recognized need in the community 0-no need 1-a vague attachment made to a need 2-a solution is clearly identified to a real community need 3-need is clearly out lined and focused upon in the project
<input type="checkbox"/>	2. Achieve curricular objectives through Service Learning 0-no links made between curricular objectives and the project 1-weak links made to curricular objectives 2-direct and viable links made to curricular objectives 3-many viable links made to curricular objectives
<input type="checkbox"/>	3. Reflect throughout the Service Learning experiences 0-reflection not evident 1-some good reflection 2-good reflection a part of each step in the project 3-high valuable reflection was completed at each phase of the project
<input type="checkbox"/>	4. Develop student responsibility 0-no student responsibility evident 1-some student responsibility evident 2-good student responsibility evident 3-excellent student responsibility evident
<input type="checkbox"/>	5. Establish community partnership 0-no community partnership made 1-a weak link to community partnership made 2-a community partnership obvious/valuable 3-very involved community partnership made
<input type="checkbox"/>	6. Plan ahead for Service Learning 0-no planning evident 1-minimal planning evident 2-adequate planning completed to focus the service project 3-thorough/extensive planning evident

- ☐ 7. Equip students with knowledge and skills needed for service
0-no knowledge needed or provided
1-some knowledge/skills provided
2-good knowledge/skills provided
3-excellent knowledge/skills provided

Total Score = _____

Comments: _____

